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ABSTRACT

This study attempted to formulate a method of assessing teachers' affective states that can predict the course of teacher contract negotiations. Researchers attempted to analyze and quantify teachers' feelings of professional role deprivation (PRD) and attitudinal militancy and to assess the relationship between the two. Professional role deprivation was defined as the discrepancy between desired and achieved professional status. Questionnaires were used to assess attitudes of Alberta (Canada) teachers in 1977-78. Results indicated that a higher level of PRD in regard to recognition for teaching and responsibility for fostering high standards is associated with increased receptivity to political activism. It was also found that a higher level of PRD in regard to control over working conditions is significantly associated with increased receptivity to the use of political activism and strikes during negotiations. A major conclusion was that in 1977 there was very little attitudinal militancy among Alberta teachers. Support was also found for the theory that higher PRD is correlated with a more supportive attitude toward militancy. The matters on which larger amounts of PRD were registered are largely controlled by the provincial department of education. The research has yet to determine how the PRD and attitudinal militancy found were related to actual negotiations proceedings. (Author/JM)

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TOWARD THE PREDICTION OF EVENTS IN TEACHERS' CONTRACT NEGOTIATIONS

by

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INTRODUCTION

Cresswell and Murphy (1976; 132-134) suggest that the complexities of conducting or understanding negotiations are due mainly to five factors that characterize any bargaining situations:

1. Each bargaining situation is multidimensional in that the participants must attend to a complex of political, economic, and psychological processes.

2. The primary dimensions (political, social, economic, and psychological) cannot be dealt with independently -- they interact in complex ways.

3. Massive amounts of information have to be acquired, processed, and communicated.

4. Bargaining is a dynamic process -- the features of a bargaining situation are typically in constant flux, influenced by changes in the contextual environment and by past strategies and choices.

5. Bargaining situations are characterized by high levels of uncertainty, particularly in regard to (a) interpersonal relationships, (b) predictability of future events, and (c) the information bases upon which strategic planning is based.

From this it becomes apparent that ". . . the power of bargainers to enforce their demands . . . is dependent in part on their bargaining prowess and in part on a number of exte nal circumstances." (Cresswell and Murphy, 1976:132)

In the case of collective bargaining the above-mentioned element of uncertainty is especially high because the bargaining agent must gather not only intelligence on the opposition but also information about the constituents' goals, priorities, and probable tenacity in a confrontation or impasse situation;

yet, there is often uncertainty among bargaining agents as to the reliability of the information about their constituents on which they base their strategies. In the area of collective bargaining, then, one significant problem is a lack of information about reliable methods of gathering data on the constituency's needs, priorities, and commitment to specific goals. This paper reports research that is pertinent to this problem.

The research on which this paper is based was conducted in 1977 among teachers in Alberta. In the larger theoretical perspective, first of all, this investigation is concerned with the general problem of identifying and reliably quantifying phenomena that may help in understanding and perhaps even predicting what transpires in teachers' contract negotiations. More specifically, attention focused on teachers' aspirations and frustrations regarding their professional status, on their attitudinal militancy, and on the relationship between professed militancy and professional role frustration. The ultimate objective is to assess to what extent these self-reported data can be used to predict what actually takes place in teacher contract negotiations; at this time, however, the task of determining what actually took place in the 81 school systems of Alberta during the 1978-79 round of contract negotiations is only now nearing completion. Nevertheless, it is possible to provide a very brief overview of what has so far been found in regard to Alberta teachers' professional role frustrations, their attitudes toward negotiations, and the relationship between professional frustration and militancy.

CONCEPTUAL FOUNDATIONS

Research Questions

This project addressed seven questions that relate to three foci of attentions:

1. (a) In terms of an a priori model of professionalism, what are the professional aspirations of Alberta teachers?
   (b) In terms of the same model of professionalism, what is the actual professional status that Alberta teachers ascribe to their occupational group?
   (c) To what extent do Alberta teachers experience professional role frustration, in the sense that their substantive professional status falls short of their desired professional status?

2. (a) To what extent do Alberta teachers profess to support the use of various tactics that are potentially open to them in contract negotiations with their employers?
   (b) Which of those bargaining tactics reflect militancy and which reflect accommodativeness?
   (c) To what extent are Alberta teachers militant as opposed to accommodative?

3. Is there a relationship between professional role frustration and self-reported militancy in contract negotiations?

FOCAL CONCEPTS

Professionalism

A synthesis of the literature suggests that six features epitomise a profession:

1. A profession provides an essential service.
2. Its practitioners have a monopoly on an esoteric body of knowledge and skills.

3. The esoteric nature of a professional's knowledge and skills provides for autonomy in decision making.
4. The occupational group is self-governing.
5. The power which attends professional autonomy is tempered by a strong sense of altruism.
6. Practitioners derive much of their satisfaction and motivation from work achievements and related recognition.

Professionalisation

Professionalisation may initially be defined as the developmental process whereby an occupation comes to display more and more the range of characteristics that define the full-fledged ideal profession. As such, professionalisation is a function of the following developments:

1. The services provided by the occupation come to be regarded as essential to the well-being of society.
2. A body of esoteric (usually abstract) knowledge, together with the attendant skills, is developed.
3. Practitioners acquire a service orientation that attaches primary importance to clients' interests.
4. Practitioners acquire professional autonomy in the sense that role performance can be and is adequately judged only by professional colleagues, not by outsiders or laypersons.
5. The society within which practitioners of the occupation operate accepts and sanctions their authority and autonomy -- that is, professional license is granted.
6. It is recognized that practitioners derive most of their satisfaction from factors that are intrinsic to their work and rewards that symbolize meritorious work achievements are instituted.

Evan (1973, p. 223) has perhaps best expressed the fundamental dynamics of the process of professionalisation in the folowing model. Professionalisation, according to the model, requires that the values of the first four variables be raised. When such changes occur the levels of rewards, role-set power, and prestige rise accordingly and this results, in turn, in further professionalisation.

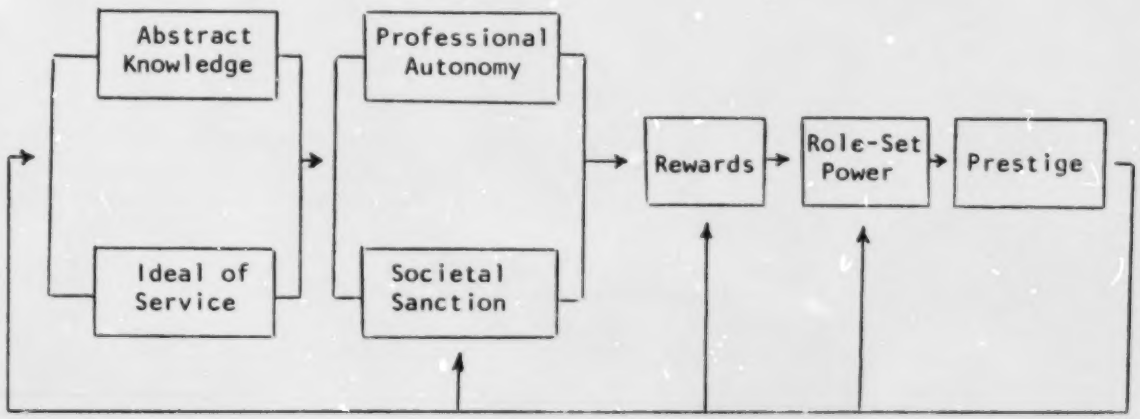

Figure 1 A model of professionalisation and its consequences for the level of rewards, power, and prestige of an occupation.

Our definition, though, requires further elaboration. First, it needs to be noted that there are two quite distinct types of professionalisation; second, attention should be given to the basic approaches that can be adopted in the assessment of professionalisation.

Professionalisation can occur at the ideological level and/or the substantive level. Ideological professionalisation refers to the process whereby workers become increasingly prepared to accept the types of responsibilities that professionals typically carry, and increasingly aspire to acquire professional working conditions, rights and rewards. In essence,

this type of professionalisation amounts to change in attitudes. Substantive professionalisation, on the other hand, occurs as workers begin to actually implement the service ideal and as they begin to acquire the professional's societal sanction, autonomy, and rewards. Again the process is incremental but this time it relates to changes in observable behavior and phenomena. Any assessment of professionalisation, therefore, must take into account both aspects of the process.

As noted previously, professionalism is a multidimensional phenomenon and should be assessed accordingly; in other words, an occupation's professional status would have to be assessed with reference to the multiplicity of characteristics that define the full-fledged profession. Thus, at the simplest level of investigation an occupation would be subjected to a cross-sectional survey which would indicate to what extent the occupation displays the hallmarks of a profession. Such cross-sectional data, however, may be given much greater significance by using the comparative approach -- and two basic methods can be used. First, the same occupational group can be assessed on two separate occasions; the comparative data thus obtained would indicate both quantitative and qualitative changes that might have occurred. Second, the professionalisation of different groups, either within the same occupation or in diverse occupations, could be compared. In effect, then, occupations can be assessed for the <u>extent</u> to which they display the characteristics that are accepted as the essential features of a profession (at either the ideological or substantive level), and they can be compared by noting their <u>relative positions</u> on a continuum of professionalisation (Figure 2) that ranges from the "a-professional" to the "absolute" profession. Occupations characterised by a lack of professional features would tend towards the a-professional pole, those displaying some professional features would tend toward the middle of

the continuum, and those that display all or nearly all of the features that define the absolute profession would place toward the ideally professional pole.

Few if any professional features	Some professional features	All or most professional features

NON-PROFESSIONAL

occupation possesses none of the characteristics of the profession

PROFESSIONAL

occupation possesses all of the characteristics of a profession in perfect measure

Figure 2 Continuum of professionalisation

Professional Role Frustration and Aggression

In light of the distinction between ideological professionalisation and substantive professionalisation, professional role frustration or deprivation can be defined as the discrepancy between ideal professional status (aspirations) and substantive professional status (achievements).

Psychologists recognize many potential reactions to frustration; Morgan (1961), for example, indicates that such reactions belong to five main categories: learning, rigidity, anxiety, withdrawal, and psychological defense mechanisms. The anxiety that attends frustration, moreover, can act as a motive to eliminate the source of frustration and for this reason anger, hostility, and the use of force (aggression and militancy) may be intimately associated with frustration.

A Typology of Negotiating Strategies

Walton and McKersie (1965) concluded from a review of appropriate theoretical and empirical writings that there are four basic types of social

negotiations:

1. Distributive bargaining - comprehends competitive behavior that is designed to influence the proportionate allocation of scarce resources.
2. Integrative bargaining - occurs when parties attempt to align their separate interests so that a shared problem may be resolved.
3. Attitudinal [re]structuring - attempted when one bargaining agent seeks to change the opponent's attitudes and values so that they correspond more closely to the attitudes and values that underscore his own position.
4. Intra-organizational bargaining - invoked to bring about consensus within a bargaining unit.

Clearly, negotiations between teachers and their employers involve elements of all four types of negotiating, even though the distributive aspect tends to dominate.

Fundamental to all forms of social negotiating, though, is the attempt to gain concessions from the opposition, and the tactics that may be employed to this end are many and varied. Such tactics include straightforward exchanges of information, discussions, dissimulation, propaganda, bluffs and other spurious devices, and the use (actual or threatened) of sanctions that inflict psychological and/or material costs. In the light of our specific interest in militancy, however, it would seem useful to range negotiating tactics along a continuum of coercion, for militancy equates with aggressiveness and the use of force. Tactics that rely on trust, reason, and voluntary accommodation would tend toward one end of the continuum, while tactics that force the opponent to make concessions would tend toward the other end. The poles of such a continuum (Figure 3) could then be labeled the Accommodative and the Militant.

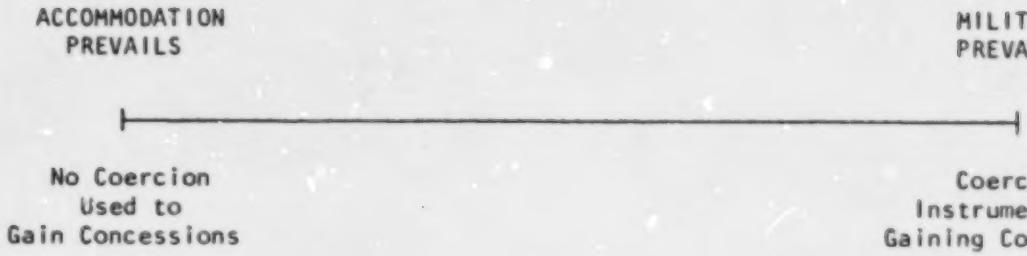

Figure 3. Continuum of coercion

DATA GATHERING

Four questionnaires were used in this study:

(a) The Ideological Professionalisation Scale assesses teachers' ideals concerning the professional rights and responsibilities they would like to have.

(b) The Substantive Professionalisation Scale is a parallel questionnaire that assesses teachers' perceptions of the professional status they actually have.

(c) The Fris-Q identifies aspects of teachers' employment contracts that cause them some concern and also assesses their attitude towards various negotiating tactics that they might be asked to engage in during contract negotiations.

(d) The fourth is concerned with personal data, including the identity of the school district for which the respondent works.

The Professionalisation Scales

The first of the instruments identified above assesses the degree to which teachers aspire to an ideal occupational status -- one that is characterized by rights and responsibilities that have traditionally been associated with the "professional." The construct assessed, therefore, is *ideological professionalization.*

The second instrument is a parallel to the first and requires respondents to indicate to what degree, in their perceptions, their occupation actually features the rights and responsibilities that characterize the full-fledged profession. The construct assessed by this scale, then, is *substantive professionalisation.*

Each of the two professionalisation questionnaires consists of 30 items that are designed to assess the two types of professionalisation in terms of the following dimensions:

1. Control over the design of students' learning experience.
2. Having precedence over school board officials in decision making that relates to the quality of teaching.
3. Commitment to high standards of competence in teaching.
4. Control over standards of conduct.
5. Control over working conditions.
6. Provisions for recognition of outstanding work achievements.

For each item a five point, Likert type response scale is provided. In the case of items on the Ideological Professionalisation Scale the response options are strongly agree, agree, undecided, disagree, and strongly disagree; strongly agree is scored 5 while strongly disagree is scored 1 to indicate, respectively, high and low aspirations. In the case of items that comprise the Substantive Professionalisation Scale the response options range from a very great deal through a great deal, quite a bit, some, and very little/not at all. The category "a great deal" is indicative of a highly professional actual status and is scored 5; the category "very little/not at all" denotes an almost a-professional substantive status and is accordingly scored 1.

The Fris-Q

This questionnaire is designed primarily to assess respondents' professed support for the use of various negotiating tactics. The fifteen items are designed to encompass a full spectrum of stratagems that ranges from the highly coercive or militant tactic (for example, the strike) to the highly accommodative or reason oriented initiative (e.g. presenting briefs that outline the rationale for one's requirements).

Early experiences with this questionnaire revealed, however, that the degree to which a respondent supports or rejects a given tactic is intimately related to and varies with the issue at stake. Accordingly, the Fris-Q asks the respondent to identify four contractual matters that are a cause of concern, to rank those four "issues" in order of importance and only then to rate the appropriateness of each of the 15 negotiating tactics in (a) negotiations concerning the issue ranked most important, and (b) negotiations centering on the issue ranked second most important.

Respondents indicate their attitudes to the use of any given stategy by checking one of five response options: strongly support, support, undecided, disapprove, strongly disapprove. These are respectively scored 5,4,3,2, and 1.

The Personal Data Schedule

This part of the survey instrument was included, as is customary, to facilitate comparisons of attitudes and perceptions among various sub-groups of respondents. The information sought pertains to: sex, marital status, career experiences and goals, mobility, academic qualifications, participation in the teachers' association, and identity of employer.

Population and Sample

The population from which the sample was drawn was the membership of

the Alberta Teachers' Association (ATA). A random sample of 1,000 names and addresses was drawn from the membership list and a working sample of 454 was obtained.

Treatment of the Data

The raw data was converted to computer readable format and the analyses were performed with the programs provided in the Statistical Package for the Social Sciences -- SPSS (Nie et al., 1975) and Midas (Fox & Guire, 1976).

Analysis of the data was carried out in four stages. The first was concerned with data reduction: the two professionalisation scales and the Fris-Q were factor analyzed so that sub-scales could be identified and summary scores computed. The second stage addressed the objective of describing Alberta teachers' professional role aspirations and perceptions of achieved professional status. The third phase focused on the identification of contractual matters that were a source of concern (i.e. in need of re-negotiating) to the respondents. The fourth stage related to the task of characterizing teachers' attitudes toward various negotiating strategies.

THE PROFESSIONALISATION OF ALBERTA TEACHERS

Factor Structure of the Professional Scales

As Nie et al. (1975, p. 469) point out, the single most distinctive characteristic of factor analysis is its "data reducing" capability. Given an array of data obtained with a set of measures (for example, scores on a set of questionnaire items), factor analysis will identify the underlying factors that groups of measures or items have in common. Factor analysis of the Professionalisation Scales revealed that these instruments assess eight quite distinct factors or dimensions of professionalism. Table 1

indicates how the items of the Ideological Professionalisation Scale distribute across those eight dimensions. Factor 1 consists of items that relate to control over the quality and nature of students' learning experiences. Factor 2 clearly comprises items relating to the provision of recognition of outstanding competence in teaching. The items that make up Factor 3 all seem to relate to aspects of educational mangement that have traditionally been considered management prerogatives but whose jurisdictional status is now a matter of some dispute. Factor 4 consists of items that deal with the role of teachers in ensuring standards of competence in the classroom. Factor 5 consists of items that assess teachers' commitment to maintaining high standards of competence and currency in teaching while Factor 6 consists of items that pertain to the degree to which teachers should/are involved in controlling entry to their occupation. Factor 7 consists of items that appear to focus on an obligation to ensure that adequate standards of moral behavior are inculcated in students and enforced among colleagues. Factor 8 is defined primarily by items that relate to the control that teachers might have over working conditions.

In sum, then, factor analysis of the Professionalisation scales indicates that data gathered with these questionnaires may be reduced to eight sub-scale scores that provide indices of teachers' professional status, (1) in terms of aspirations (ideological professionalisation) and perceptions of actual achievements (substantive professionalisation), and (2) along the following dimensions of professionalism:

1. Control over the quality and nature of students' learning experiences.
2. Recognition of outstanding competence in teaching.
3. Control over system priorities, class size, and pupil-teacher ratio.

TABLE 1

FACTOR PATTERN OF THE
IDEOLOGICAL PROFESSIONALISATION SCALE

Factor	Item	Factor Loading
1	Share knowledge of effective techniques	.37
	Decide attitudes & values to be taught	.55
	Help students learn to deal with feelings	.31
	Decide types of learning experiences	.70
	Control selection textbooks, references etc.	.71
	Control nature learning environment	.70
2	Recognition: public awards	.63
	Recognition: sabbatical leave	.41
	Recognition: salary differentials	.29
	Recognition: monetary prizes	.87
	Recognition: time for job interests	.56
3	Influence S.B. priorities	.43
	Control over class size norms	.67
	Control over pupil-teacher ratio	.56
4	Initiating imcompetence charges	.67
	Evaluating teacher effectiveness	.65
5	Keep informed about trends and practices	.63
	Attend conferences workshops, etc.	.73
	Keep informed about developments	.83
	Read journals	.67
	Undergo in-service training periodically	.49
6	Control over granting licenses	.73
	Approve design training programs	.36
	Control over entry to teaching	.56
	Role in setting educational policies	.40
7	Accepting responsibility for helping students learn to deal with feelings	.33
	Accepting responsibility for maintaining discipline in teaching force	.51
	Accepting responsibility for enforcement of professional standards	.34
8	Right to negotiate working conditions	.45
	Maintain discipline in teaching force	.38
	Exercise control over working conditions	.53

4. Enforcement of minimum standards of teaching competence.
5. Commitment to maintaining competence in teaching.
6. Control over entry to teaching.
7. Accepting responsibility for ensuring moral conduct among both students and colleagues.
8. Control over working conditions.

Further, by standardizing the eight sub-scale scores to a five point scale it becomes possible to graph a sample's profile of professional aspirations or preceptions of achieved professional status in the manner depicted in Figure 4.

Professional Aspirations Among Members of the Alberta Teachers' Association

Figure 5 presents the profile of professional role aspirations that emerged from the data. In general terms the histogram indicates, first of all, that the sample would, in the ideal, have teachers exercising "a great deal" of control over decisions that affect:

a) the nature and quality of students' learning experiences (dimension 1);

b) school system priorities, class size, and the pupils-to-teacher ratio (dimension 3);

c) exercising control over the development and application of minimum standards of competence (dimension 4);

d) exercising control over entry to the occupation (dimension 6);

e) working conditions (dimension 8);

and would also like to see teachers accept "a great deal" of responsibility for maintaining high levels of personal competence in teaching (dimension 5) and for encouraging high standards of morality among both students and teachers

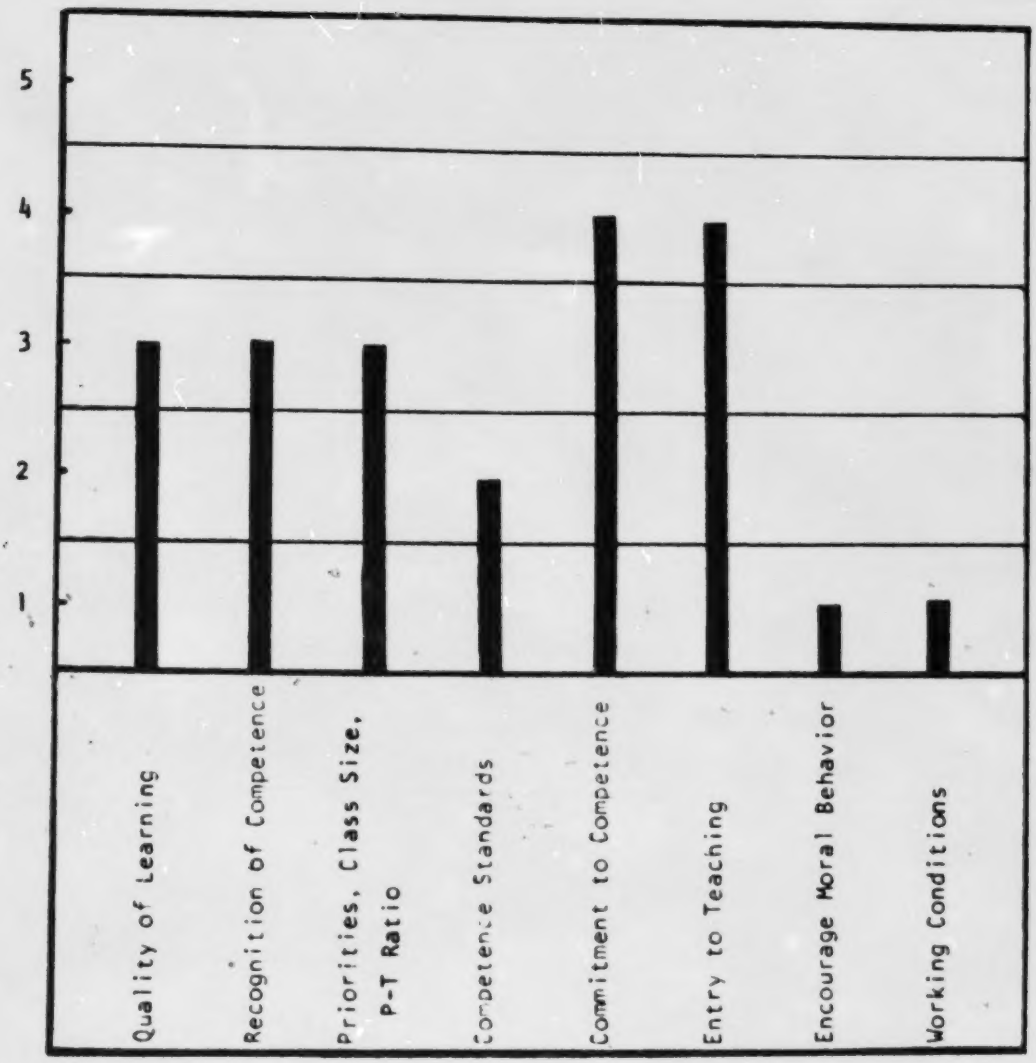

Figure 4 Illustrative profile of professionalisation

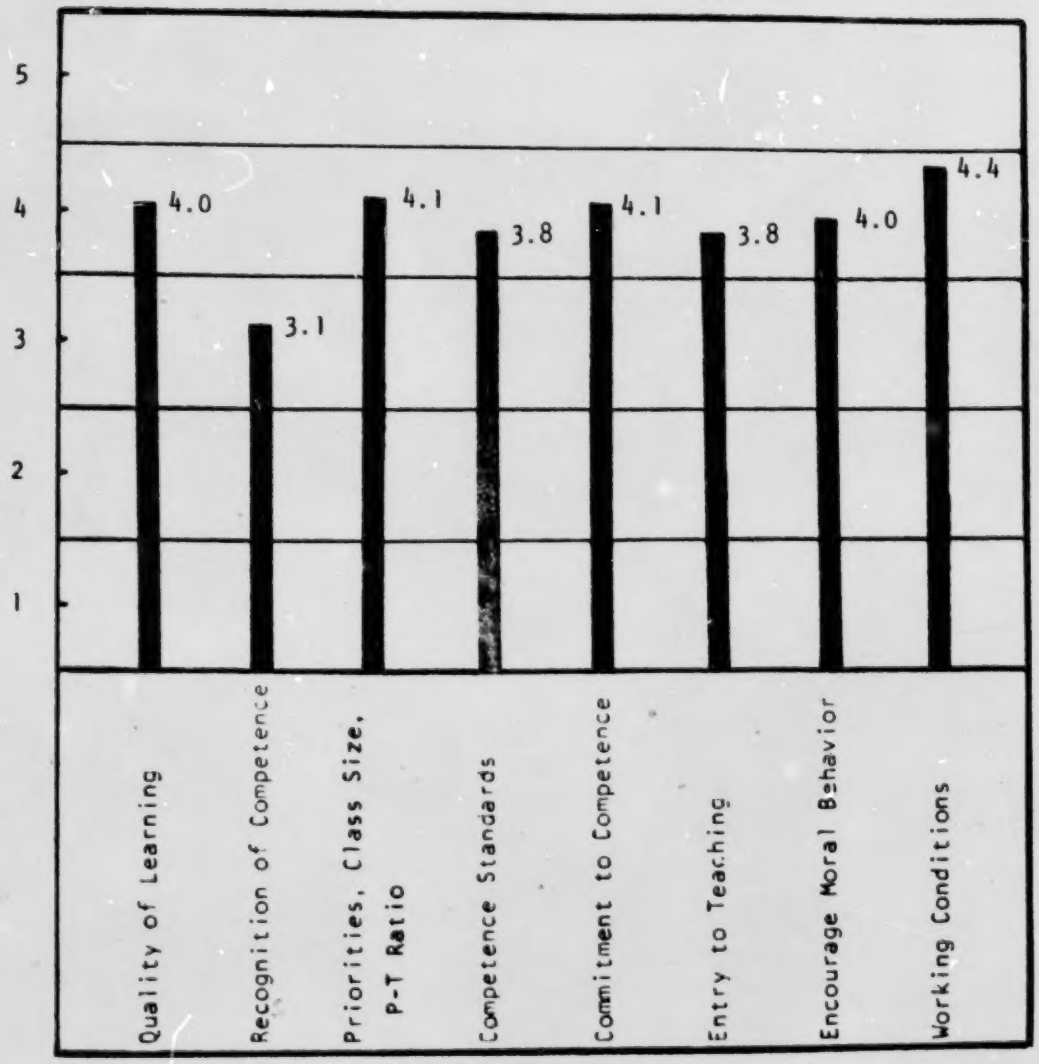

Figure 5 Ideological professionalisation among ATA teachers, 1977

(dimension 7). In the second place, the histogram indicates that the ATA members in this sample attach "quite a bit" of importance to having a system of awards that may be accorded to give public recognition of outstanding competence in teaching (dimension 2).

By way of commentary it seems appropriate to emphasis the following conclusions. First, this sample attached most importance to control over working conditions. Whether this phenomenon arises from altruistic motives (ensuring the clients' welfare) or from self-serving motives (betterment of teachers' personal welfare) cannot be determined from these data alone. The histogram also shows, though, that the sample's next most important ideals have to do with matters that reflect quite directly on the quality of the service that clients, in this case students, receive. In the overall perspective, then, it seems reasonable to conclude that this sample of the ATA membership is characterized by the strong sense of altruism that is one of the essentials of professional status.

Alberta Teachers' Perceptions of Their Achieved Professional Status

In regard to the data that were gathered with the Substantive Professionalisation Scale it should be reiterated at the outset that this instrument assesses subjects' perceptions of the actual professional status that teachers have attained. It focuses, therefore, not on objective reality but rather on subjective reality; and we must bear in mind that the "reality" it describes is contingent not only on limitations that are inherent in the questionnaire technique and this particular questionnaire but also on the affective states of the subject who respond to it.

Figure 6 presents the profile of professional role achievements that the sample reported. The most immediately evident feature is that two levels

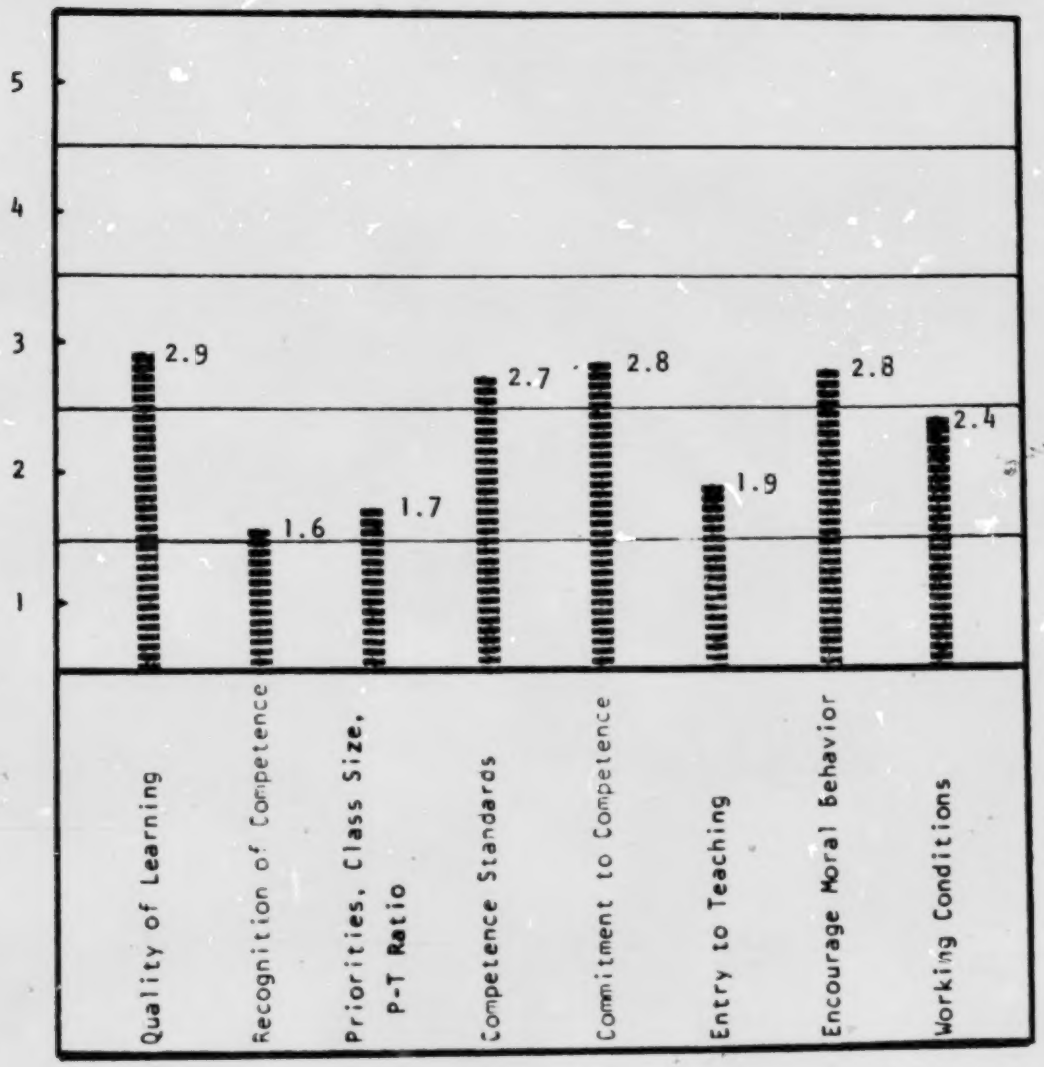

Figure 6 Substantive professionalisation of Alberta teachers, 1977

of achievements are reported -- one that hovers on the borderline between "quite a bit" and "little", the other near the lower limit of the "little" category. More specifically, these respondents felt that teachers in Alberta have "quite a bit" of control over factors that influence the quality of students' learning experiences (dimension 1) and the supervision of teachers' competence (dimension 4); that teachers are moderately committed to maintaining high standards of competence (dimension 5) and ethics (dimension 7); and that the control which Alberta teachers exercise over working conditions lies somewhere between "little" and "quite a bit." In regard to the remaining dimensions of professional status -- recognition of competence or merit, control over such things as class size and pupils to teacher ratio, and control over entry to teaching -- these teachers quite clearly believed that their occupation fell far short of a truly professional status.

On the whole this profile of substantive professionalisation seems to indicate a perception that teachers' influence in educational matters declines as the issues relate less and less directly to the act of instructing.

Professional Role Frustration Among Alberta Teachers

Earlier it was noted that role frustration or deprivation obtains when an individual is denied, in one way or another, the opportunity to implement his own prescriptions for his role -- when aspirations for the role are not realized. Figure 7 illustrates the extent to which the sample in this study experienced professional role deprivation (PRD).

For this sample of Alberta teachers there appears to be three degrees of professional role deprivation, and Table 2 is used to highlight this feature.

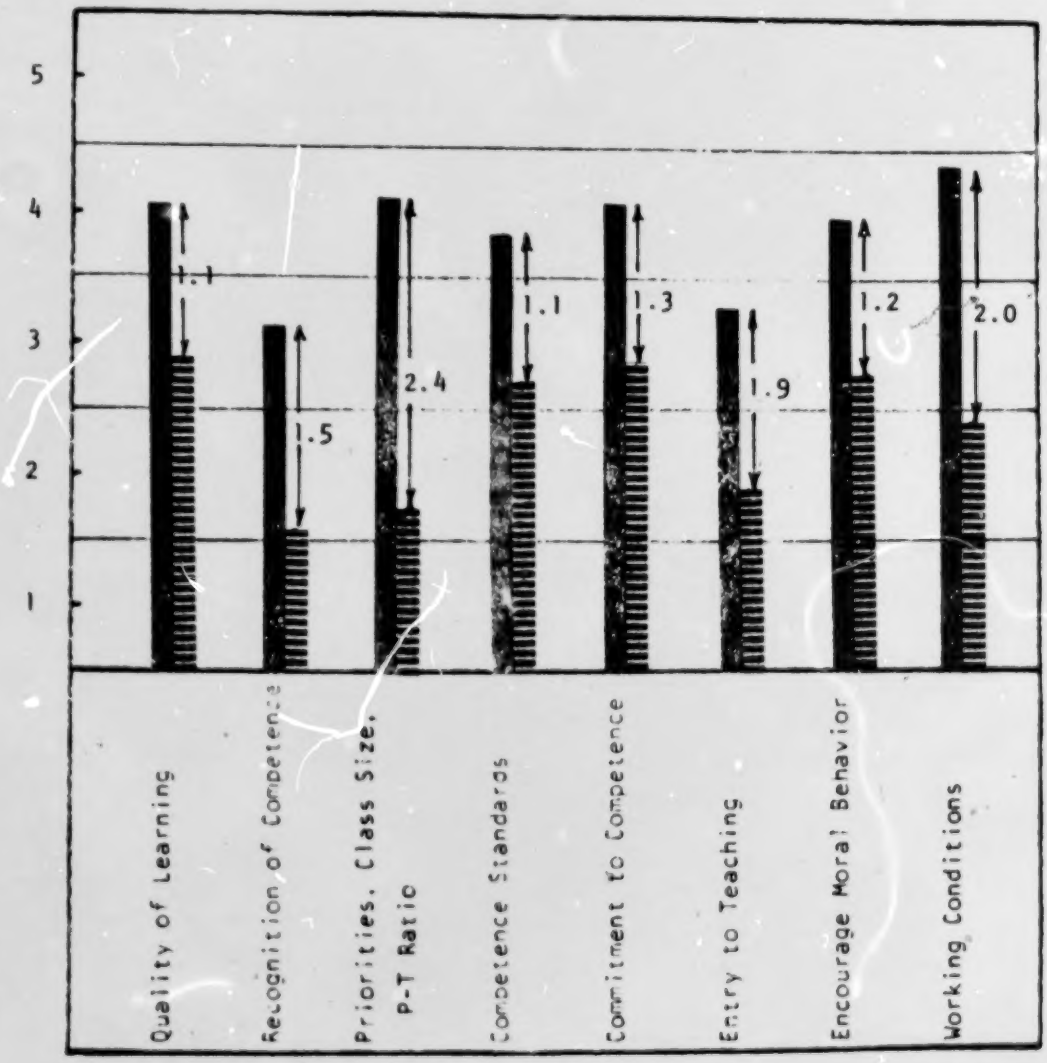

Figure 7. Professional role deprivation among Alberta teachers, 1977

Table 2

Amount of Role Deprivation Associated
With Each Dimension of Professional Status

Dimension of Professionalisation	Amount of PRD in scale points
Level 1	
Control over standards of acceptable competence	1.1
Control over the quality of students' learning experiences	1.1
Accepting responsibility for encouraging moral behavior	1.2
Commitment to maintaining high standards of competence	1.3
Recognition of competence	1.5
Level 2	
Control over entry to teaching	1.9
Control over working conditions	2.0
Level 3	
Control over system priorities, class size, and pupils-teacher ratio	2.4

Evidently these teachers' were most thwarted in their aspirations for self-government and control over working conditions. However, there are no absolutes against which we may assess the magnitude of the computed indices of professional role deprivation; the PRD index acquires meaning only when it can be shown that certain "amounts" of PRD are associated with events that are psychologically or sociologically significant. For this reason further interpretation of the findings presented in Table 2 will have to wait

until it can be determined whether any of the recorded levels of PRD are significantly associated with teachers' attitudinal and/or behavioral militancy.

ALBERTA TEACHERS' ATTITUDES TOWARD VARIOUS NEGOTIATING TACTICS

Teachers' attitudes toward the strategies that might be used during contract negotiations were examined in two stages. The first sought to establish the relative support that respondents purportedly would give to the 15 strategies that are referred to in the Fris-Q. The second used factor analysis to determine whether ATA teachers tend to think of those strategies as belonging to two main types -- those that rely on the exchange of information, reason, and rational persuasion (the accommodative) and those that rely on coercion (the militant).

To What Extent Do Alberta Teachers Support the Use of Various Negotiating Strategies?

In responding to the Fris-Q each subject indicates whether he/she feels that a particular strategy, such as a strike, should be used to obtain teachers' contract requirements. The response scale consists of five response options that are scored as follows:

Strongly support	5
Support	4
Undecided	3
Disagree	2
Strongly disagree	1

Table 3 summarises the sample's responses to the Fris-Q by mean response scores. Examination of the means in terms of the above response scale reveals some clear-cut phenomena. First, there is a decided lack of general enthusiasm about any of the stratagems listed -- not one of the means is in the "strongly

Table 3

Mean Levels of Support Given to
Fifteen Negotiating Tactics

Tactic	Mean Response Score
Inviting trustees to meet with teachers in a general meeting	3.8
Political action aimed at unseating elected officials	3.0
Mediation: non-binding third party intervention	4.0
Work to rule: partial withdrawal of services	3.0
Blacklisting a school system: restricting the supply of teachers	2.3
Presenting briefs to the School Board	4.4
Rotating strikes, study sessions, and so on	2.8
Teachers' representatives address School Board meetings	4.4
Nuisance campaign directed against the School Board	3.5
Publicity campaigns to explain teachers' requirements	3.9
Public demonstrations and so on	2.5
Strike: complete withdrawal of services	2.8
Mass resignations: complete withdrawal of services	2.2
Lobbying of School Board members	3.1
Arbitration: binding settlement imposed by third party	3.1

support" range. Second, five strategies were generally supported. Fairly strong support was given to two tactics that would have the effect of justifying teachers' requirements to the School Board (presenting briefs and having teachers' representatives address a Board meeting) and a moderate degree of support was given to mediation, publicity campaigns, and having a general meeting at which teachers and trustees could discuss the issues. Third, support for the use of nuisance campaigns lies somewhere between "support" and "undecided." Fourth, a large number of strategies received the ambivalent response; these were arbitration, lobbying of individual Board members, work to rule, political activism, rotating strikes, and the full-blown strike. Finally, public demonstrations received, on the average, a response that fell between ambivalence and rejection, and two strategies (blacklisting of a school system and mass resignations) were generally rejected as viable tactics.

Factor Structure of the Fris-Q

To verify whether the teachers in this sample tended to recognize two distinct types of negotiating tactics -- militant and accommodative -- the data gathered with the Fris-Q were subjected to factor analysis. The results indicated that the respondents in this sample tended to think of the fifteen strategies as belonging to five distinct categories; these are identified in Table 4.

The tactics that define Factor 1 quite obviously entail political action. The items comprising Factor 2 refer to actions which permit the parties to exchange information and persuade each other to make accommodations. The two stratagems that make up Factor 3 invoke the intervention of a third party. In Factors 4 and 5 we have groups of tactics that, at first sight, are difficult to distinguish -- they all appear to have the common effect of restricting the

Table 4

Factor Structure of the Fris-Q

Factor	Item	Factor Loading
1	Lobby School Board members	.57
	Publicity campaigns	.56
	Nuisance campaign	.53
	Public demonstrations	.48
	Political activism	.43
2	Teachers' reps. to Board meetings	.64
	Trustess invited to general meeting	.51
	Briefs to School Board	.46
3	Binding arbitration	.56
	Mediation	.52
4	Blacklisting school systems	.61
	Work to rule	.75
5	Strike	1.00
	Study sessions, etc.	.58
	Mass resignations	.52

availability of teachers' services. Nevertheless, the factor analysis indicates quite clearly that the teachers in this sample considered these strategies to be of two distinct types (factor loadings indicate high factorial purity) and did not respond to Factor 4 items in the same way as Factor 5 items. It may be that subjects respond differently to these two sets because blacklisting and working to rule permit them to restrict the availability of teachers' services without abandoning their jobs while a strike, a study session, and resignations en masse entail foresaking one's job and foregoing one's salary.

In summary, then, it appears that five distinct types of negotiating strategies are recognized:

1. Those that entail *political activism*;
2. Those that facilitate the *exchange of information*;
3. Those that invoke the *intervention of a third party*;
4. Those that *affect the quality of service* provided by teachers; and
5. Those that *curtail teachers' services*.

We conclude, therefore, that a two-category typology of negotiating tactics does not satisfactorily reflect the complex manner in which teachers view the strategies that are open to them in contract negotiations. Few strategies, if any, were viewed as purely accommodative or militant; most were apparently perceived to have elements of both accommodativeness and militancy, with one or the other dominant.

Attitudes Toward Five Types of Negotiating Strategies

In accordance with the outcome of the factor analysis just described, five sub-scale scores were computed for each subject. On each sub-scale the mean scores are interpreted as follows:

5	Strongly support
4	Support
3	Undecided
2	Disapprove
1	Strongly disapprove

Figure 8 presents the mean scores on those five sub-scales that were computed for the sample. Once again the profile of attitudes is characterized largely by ambivalence. Evidently the teachers in this sample had serious doubts about the advisability of actions that would remove them from their classrooms (Factor 5), restrict school boards' access to their services (Factor 4), or have them engage in concerted political campaigns (Factor 1). A modicum of support was accorded to third party intervention (Factor 3), and the only sign of unambiguous support is associated with those tactics that seem to epitomize the accommodative approach.

PROFESSIONAL ROLE DEPRIVATION AND ATTITUDINAL MILITANCY

In the investigation of the relationship between PRD and attitudinal militancy a thorny methodological problem arose. Given the multidimensional nature of both the dependent variable (attitudes toward five types of negotiating strategies) and the independent variable (eight types of PRD), the required analytical technique permits identification of interactive effects among the five dimensions of the independent variable. At this juncture we report only on the nature of the relationships between attitudes towards negotiating strategies and one dimension of PRD at a time -- that is to say, the results of eight one-way manovas. For each manova the sample was dichotomised into groups that scored high and low on the appropriate dimension of PRD $p \leq .01$ was adopted as the threshold of acceptable risk.

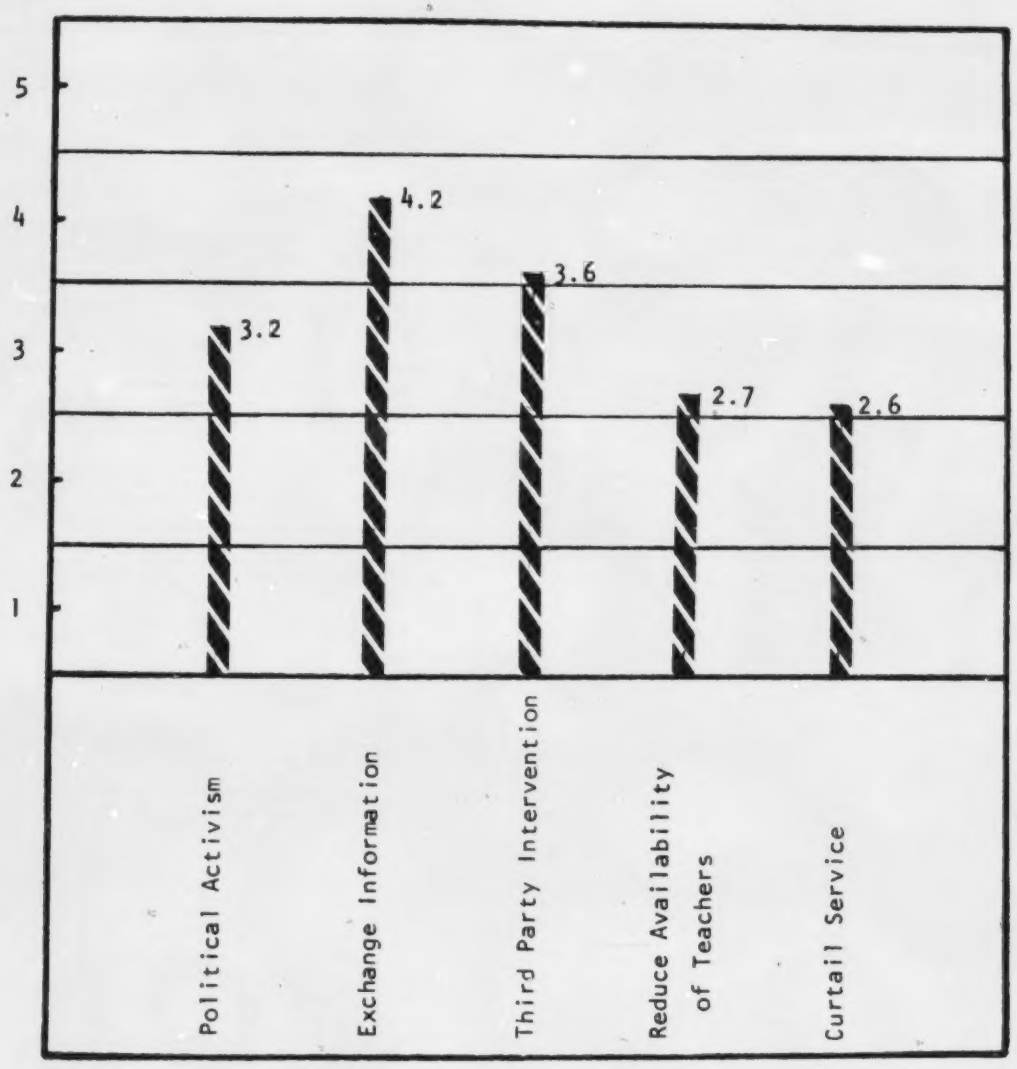

Figure 8 Average attitudes toward five types of negotiating tactics

Table 5 summarizes the results of the multivariate one-way anovas. Evidently, attitudes toward negotiating strategies are significantly related to only three types of professional role deprivation: in the areas of recognition of competence, accepting responsibility for encouraging morality, and control over working conditions. These relationships are examined in detail with Tables 6-8.

Table 6 shows how the attitudes of those subjects who scored "high" on PRD type 2 differed from the attitudes of those who scored "low" on PRD 2. Apparently the two groups differed significantly only insofar as their attitudes toward political activism were concerned; those who saw a greater discrepancy between the ideal and the actual availability of merit rewards tended to move away from ambivalence (score of 3) and toward support (score of 4) for political activism.

Table 7 shows how the groups that scored "low" and "high" on professional role deprivation type 7 differed in their attitudes toward the five types of negotiating strategies. The significant difference is again associated with attitudes regarding political activism: those teachers who was a greater discrepancy between the ideal and substantive extent to which teachers accept responsibility for encouraging moral behavior were ambivalent about political activism, whereas those who saw less of a discrepancy were more negative about political activism.

Table 8 shows, first of all, that the greater the discrepancy between desired and actual amount of control over working conditions, the more a teacher will incline toward support for political activism. Second, these statistics also indicate that professional role deprivation in regard to control over working conditions is likely to reduce teachers' general opposition for strikes, study sessions, and/or mass resignations (type 5 negotiating strategies).

Table 5

Summary of One Way Manovas -- Attitudes Toward
Negotiating Stratagems by Types of Professional Role Deprivation

Factor Variable		Multivariate $F_{5,448}$	p
PRD1:	Quality of Learning	2.9	.013
PRD2:	Recognition of Competence	3.5	.004
PRD3:	Priorities, Class Size, PTR	2.4	.034
PRD4:	Competence Standards	1.9	.093
PRD5:	Commitment of Competence	2.5	.029
PRD6:	Entry to Teaching	2.8	.017
PRD7:	Encourage Moral Behavior	4.6	.000
PRD8:	Working Conditions	7.7	.000

Table 6

One Way Manova -- Attitudes Toward Negotiating Stratagems
By PRD Type 2: Recognition of Competence

Criterion Variable: Type of Negotiating Stratagem	Factor Variable: PRD2 Low	PRD2 High	Univariate $F_{1,452}$	p
1. Political Activism	3.04	3.31	13.9	.000
2. Exchange Information	4.10	4.26	6.4	.012
3. Third Party Intervention	3.53	3.59	0.7	.400
4. Reduce Availability of Teachers	2.61	2.70	0.7	.389
5. Curtail Services	2.53	2.68	2.5	.114

$F_{5,448} = 3.35$ $p = .004$

Table 7

One Way Manova -- Attitudes Toward Negotiating Stratagems By PRD Type 7: Accepting Responsibility for Encouraging Morality

Criterion Variable: Type of Negotiating Stratagem	Factor Variable: PRD7 Low	PRD7 High	Univariate $F_{1,452}$	p
1. Political Activism	2.98	3.32	20.6	.000
2. Exchange Information	4.17	4.20	0.3	.575
3. Third Party Intervention	3.64	3.52	2.4	.126
4. Reduce Availability of Teachers	2.55	2.72	2.9	.089
5. Curtail Services	2.52	2.67	2.4	.129

Multivariate $F_{5,448} = 4.6$ $p = .000$

Table 8

One Way Manova -- Attitudes Toward Negotiating Stratagems
By PRD Type 8: Control Over Working Conditions

Criterion Variable Type of Negotiating Stratagem	Factor Variable PRD8 Low	 High	Univariate $F_{1,452}$	p
1. Political Activism	2.98	3.67	30.5	.000
2. Exchange Information	4.17	4.21	0.5	.478
3. Third Party Intervention	3.66	3.49	4.5	.035
4. Reduce Availability of Teachers	2.52	2.76	6.2	.013
5. Curtail Services	2.36	2.81	21.8	.000

Multivariate $F_{5,448} = 7.7$ $p = .000$

SUMMARY AND CONCLUSIONS

The Problem

The study reported here addressed itself to the lack of information on reliable methods of determining a constituency's needs, priorities, and commitment to specific goals -- methods that would enable negotiators to gather information that would help to predict the course of teachers' contract negotiations.

Objectives of the Research

To quantify (1) professional role deprivation and (2) attitudinal militancy of Alberta teachers, to permit investigation of the relationship between these affective states and what actually transpires in teachers' contract negotiations.

Content of This Report

A description of (1) the professional role deprivation and (2) the attitudinal militancy that existed among Alberta teachers late in the 1977-78 school year. The description of what actually took place in 1978-79 contract negotiations is not quite complete; hence it is not yet possible to report on the usefulness of these two variables as predictors of events in contract negotiations.

Conceptual and Empirical Foundations

Professional role frustration/deprivation was defined as the discrepancy between desired professional status and achieved professional status.

Professional status was assessed along eight dimensions:

1. The degree to which teachers have control over the nature of students' learning experiences.

2. The degree to which outstanding accomplishments in teaching are recognized publicly.
3. The degree to which teachers influence priorities in a school system, class size, and pupils-to-teacher ratio.
4. The degree to which teachers have responsibility for enforcing standards of acceptable competence.
5. The degree to which teachers are committed to maintaining high standards of personal competence.
6. The degree to which teachers have control over certification standards and procedures.
7. The degree to which teachers have responsibility for assuring high standards of morality/ethics among both colleagues and students.
8. The degree to which teachers have control over working conditions.

Findings and Discussion

The higher amounts of professional role deprivation experienced by the sample related to dimensions 3, 8, 7, and 2 above. These dimensions of professional status, it should be noted, relate precisely to those aspects of the governance of education that society has chosen to put in the hands of lay persons rather than practising teachers.

Now, given society's need for lay control over education and the expert practitioner's desire to control his/her work situation, it is logical that expert teachers will always experience some professional role deprivation and that much of it is accepted as normal and, moreover, tolerated without discomfort. One may ask, however, whether (a) there are any relationships between professional role deprivation and critical dimensions of teacher behavior and (b) whether those relationships have implications for the manner

in which educational systems are administered. This study examined the relationship between PRD and, among other things, teachers' conceptions of appropriate approaches to contract negotiations, the theory being that frustration of professional aspirations may lead first to attitudinal aggressiveness and second to behavioral militancy.

In this study it was found, first of all, that a higher level of PRD in regard to recognition of competence and responsibility for fostering high standards of morality is significantly associated with increased receptivity to the use of political activism. Second, it was found that a higher level of PRD in regard to control over working conditions is significantly associated with increased receptivity to the proposition that political activism and strike action be used to gain concessions during contract negotiations.

The first major conclusion to be drawn from the data of this study is that in 1977 there was very little attitudinal militancy among Alberta teachers. A second conclusion is that the data provide some support for the theory that higher amounts of PRD tend to be associated with a more supportive attitude toward militancy in contract negotiations; political activism and strike action are considered militant tactics in that they rely for their effectiveness on the power of public opinion. Finally, the data suggest that if Alberta teachers decide to mount a concerted campaign to upgrade their professional status their efforts will probably focus not so much on local School Boards as on elected officials of the provincial government and Department of Education; the three dimensions on which the larger amounts of PRD were registered relate to matters that are very much controlled by the provincial Department of Education.

In conclusion, it should be reiterated that this research has yet to determine whether the professional role frustrations and the attitudinal militancy that were recorded are reflected in the issues that were pursued most actively in subsequent contract negotiations and the general tone -- accommodative or militant -- of those negotiations. If significant relationships are discovered this project will have provided an indication that the information provided by the instruments used have predictive validity.

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